

1 hour for students and 1 ½ hour for teachers. The additional half-hour for teachers will be used for planning, coordinating curriculum content and instructional timeline with the regular instructional program. This time will also be used by the program tutors to meet together and prepare written progress reports for parents and teachers of participating students.

- **Location of services:** Due to the various counties requested within these applications, tutorial sites will be held in different locations. Such locations are community agencies, Boys and Girls club, Public Library, local churches, and homes.
- **Snacks/Nutrition:** Since the tutorial sessions will be held following the close of the regular school day, the students will be provided a light snack.(fruit, juice, milk, and water)
- **Transportation:** At this time transportation will only be provided through our latchkey program. Parents, and or adults will provide all other means of transportation.

Rubric Element 2 –Staff Qualifications:

U.C.I.F. will follow the teacher qualifications criteria outlined in the “No Child Left Behind” Guidelines in staff selections.

- Certified teachers will provide instruction and strategies in the content area in which they are certified.
- Paraprofessionals with a minimum of two years of college will provide instruction and training in the content area in which they received at least a 3.0 in the specific college course.
- National Honor Society high school students will act as peer mentors under the direct supervision of the certified teachers. These students must have a 3.0 G.P.A. in the content area in which they act as a peer mentor.

Rubric Element 3 – Program Effectiveness

We are continuing to provide comprehensive programs and services to the administrative and instructional staff, that will further enhance their capacity to deliver quality educational services. Additionally, all teachers, paraprofessionals, and others instructional support staffs are participating in monthly professional development activities that are designed to enhance their knowledge of grade level core curriculum content. Teachers and staff will also focus their instruction on what the student must know and be able to do to demonstrate this knowledge of content. Teachers are also provided training in the effective utilization of researched based instructional strategies, differentiated instruction, as well distinguishing between classroom teaching and tutoring.

Considering our highly trained staff, established relationships with local school districts, and ongoing professional development; it is belief that the Unity Churches International Fellowship is best suited to provide Supplementary Educational Services to it's communities. U.C.I.F. staff is more familiar with the community, families, and the needs of the students.

Resources shared with the support staff in staff development sessions, which will be held monthly. These resources include:

- National Reading Panel-Teaching Children to Read;
- Michigan Curriculum Framework Mathematics Sample Activities;
- Internet Resources for Math games and strategies;
- <http://www.ppixelgraphics.com/ms.htm>: Math strategies similar to Nintendo games

Progress report and student assessment by teachers and support staff have clearly demonstrated that students who attended the after-school pilot program have improved in the following areas:

- Approach toward learning-teacher observations have witnessed improvement in student attitude toward learning by 20%;
- Understanding strengths and weaknesses: teacher and support staff observation have noted that students understand strengths and weaknesses by 55%;
- Grades improved by 25% during pilot support program;
- Writing skills have improved student grades in essay writing using writing strategies presented in the pilot program by 3%.

Rubric 4 – Evaluation/Monitoring:

- Parents will be sent correspondence introducing the supplemental Educational Support Program in the language they speak and understand.
- Notice will be provided for the parents of each student of and eligible school regarding the professional qualifications of the teachers, program teachers, paraprofessionals, and support staff. It will further advise parents how they may request information about the funding and eligibility of the provider receiving said funds.
- The community organizations will be sent notices to their facilities, and notices will be posted on local public access channels.
- Parents and students will be sent invitations to attend a Support Services Orientation prior to the initiation of the Supplemental Educational Support Program. The Orientation will consist of an introduction to the program, program teachers, and staff. Parents and students will review and sign an agreement for support services that outlines the times and expectations of staff, students, teachers, and parents. Emphasize that the supplemental program is a service provided to the students. Students do not pay for tutoring. This same procedure will be followed for any new student entering after the initial start of the program.